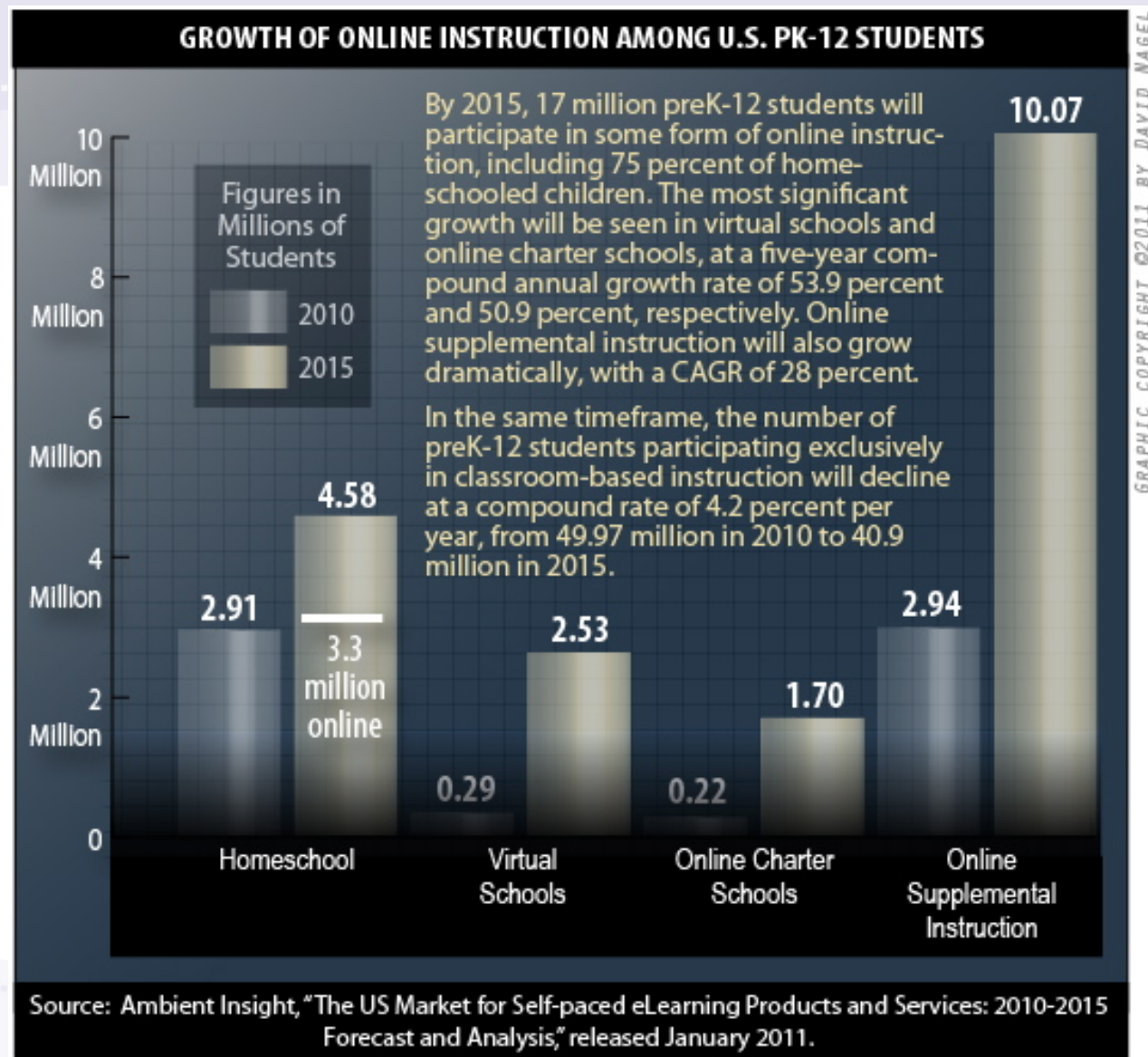


# Blended Learning Through a Gifted Lens



Presented by  
Elfi Sanderson  
Gifted LearningLinks

# Trends in Online Learning



**Click on a state to view its gifted education policies and more!**



Gifted programming is mandated: fully funded by state

Gifted programming is mandated: partially funded by state

Gifted programming  
is mandated: no gifted  
funding is available

Gifted programming is not mandated: gifted funding is available

Gifted programming is not mandated: no gifted funding is available

**Center for Talent DEVELOPMENT**



NORTHWESTERN  
UNIVERSITY

School of Education and Social Policy

# Good for Gifted?

## Gifted Standards

- Learning & Development
- Assessment
- Curriculum Planning
- Learning Environments
- Programming
- Professional Development

Assessment  
Individual Differences/  
Learning Styles  
Flexible Pacing  
Rigor & Complexity  
Problem-Solving  
Creative Production  
Critical Thinking  
Communication Skills  
Cultural Awareness  
Adherence to National &  
State Standards  
Professional Development  
Ongoing Program  
Evaluation

## Online Standards

- Institutional
- Teaching & Learning
- Evaluation



# Benefits of Online Learning for Gifted Students

- Pursue interests and academic talents
- Rigorous and challenging curriculum
- Interact with like-minded peers from around the world
- Work at their own pace and level
- Develop skills: technology, study, time management and writing
- Ongoing interaction with a live teacher
- Differentiated curriculum to meet individual needs

# Blended Learning

“Blended learning is any time a student learns at least in part at a supervised brick and mortar location away from home and at least in part through online delivery with some element of student control over time, place, and/or pace.”

Taken from The Rise of K-12 Blended Learning by Michael B. Horn and Heather Staker,  
Published by Innosight Institute, January 2011

# Six Models

Face-to-Face

Rotation

Flex

Online Lab

Self-Blend

Online Driver

# Self-Blend Model

- Ubiquitous
- Students take one or more online courses
- Supplemental
- A la carte course offerings to individual students



## Attendance

- Flexible attendance
- Flexible pacing within start and end dates

## Student's Role

- Active Role
- Self-paced
- Use of a variety of tools including digital content, textbooks, web 2.0

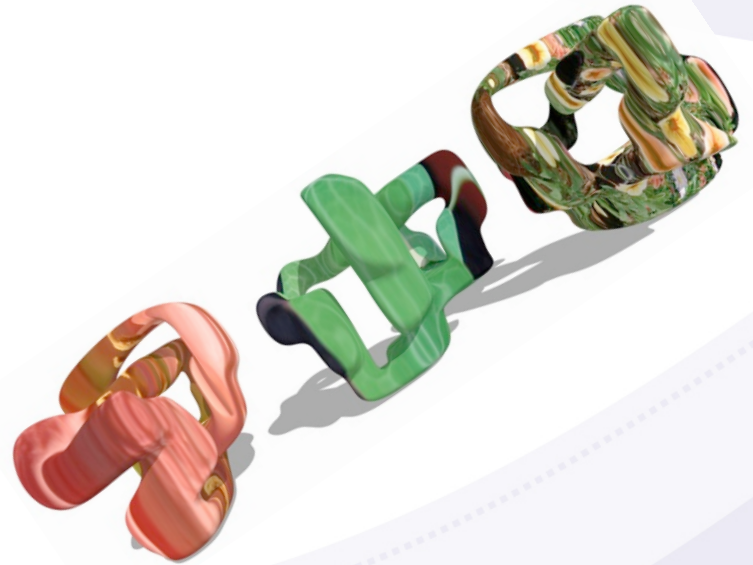
## Instruction

- Digital Content
- Competency Based
- Not fixed to school calendar
- Asynchronous
- Teacher Facilitated

# School Groups

## Variations on a Theme

- Multi-age groups from a given district/school
- One or two students within a school
- Single subject group
- Multi-subject group
- Grant funded groups
- State sponsored groups



# School Group I (Fall Session)

- Local Parochial school system -2 locations
- Arranged by Math Coordinator
- Group of 22 identified students
- Grades 4-5
- Looking for math enrichment during the school day
- Strong parental involvement

## School II ( Winter )

- Single parochial school
- Arranged by principal
- 16 identified students
- Grades 3-5
- Strong parental involvement – parent served as technology liaison
- Real time session in school

# Grant Funded

- Identified high school students
- Provides for one or more online courses
- Honors/AP
- Multiple geographical locations
- Liaison/advisor not local
- Little parental or school involvement



# State Portal/Funded

- State determines initial eligibility
  - Courses
  - Pays tuition/fees
- Local liaison assigned
- Parent involvement variable



# School Group Challenges



- Paradigm shift
- Technology
- Logistics
- Expectations
- Communication
- Multiple models

# So What Have We Learned?

In preparation for school groups, we need to work more closely up front so that all the stakeholders have a better understanding our online program.

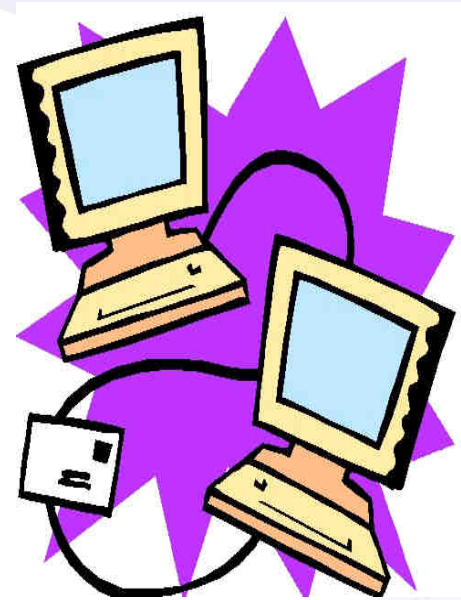
# Paradigm Shift

- From linear to hypermedia learning
- From instruction to construction and discovery
- From teacher centered to learner centered
- From absorbing material to learning how to navigate and learn
- From the teacher as transmitter to teacher as facilitator
- From schooling to lifelong learning



# What We Do Currently

- On Demand Stakeholder Meetings
  - Real
  - Virtual
- Liaison Handbook & Survey
- Technology Orientation
  - Students
  - Parents
  - Liaisons
- Student/Parent Surveys



# Liaison Survey Questions

- Did you find the Liaison Handbook helpful?
  - 63% found it to be helpful
- Did you attend the technology orientation?
  - 92 % did NOT attend
- What percentage of time do students work at home? At school?
  - Varied responses
  - 10% - 100% at home
  - One period, two periods per week to 50%

# Sample Survey Questions

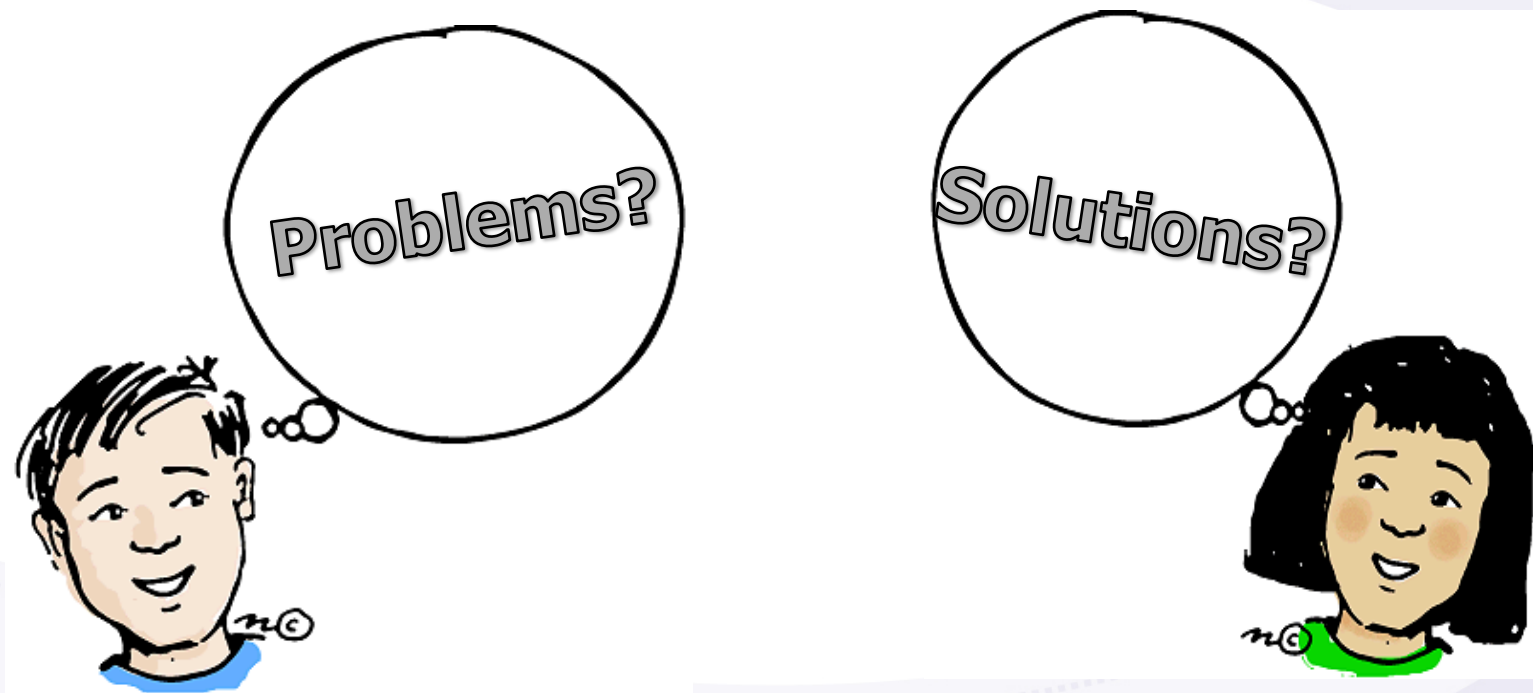
- In what room do they work at school?
  - Library – 50%
  - Classroom – 21.4%
  - Other – 28.6%
- What is your relationship to the students?
  - Gifted Coordinator – 21.4%
  - Counselor - 35%
  - Principal or other school administrator – 14.3%
  - Teacher – 28.5%

# What We Struggle With...

- Liaison Participation
  - Closed system
  - Doesn't necessarily work directly with student
  - Limited communication
- Technology
  - Filters
  - Equipment
- Learning How to Learn Skills

# Think – Pair - Share

- What issues have you experienced and how have you resolved them?





# Thank you for attending

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